

2005 National Leadership Grant
Sample Narrative

Advancing Learning Communities

Japanese American National Museum
Los Angeles, CA

*Enduring Communities: Japanese Americans in
Arizona, Colorado, New Mexico, Texas & Utah*

NATIONAL LEADERSHIP GRANTS: ADVANCING LEARNING COMMUNITIES
Japanese American National Museum

ABSTRACT

PROJECT TITLE: *Enduring Communities: Japanese Americans in Arizona, Colorado, New Mexico, Texas, and Utah*

DESCRIPTION OF PROJECT GOALS & MAJOR ACTIVITIES

The Japanese American National Museum respectfully requests \$1,000,000 from the Institute of Museums and Library Services to support *Enduring Communities: Japanese Americans in Arizona, Colorado, New Mexico, Texas, and Utah*, a three-year, multi-state partnership that builds upon the institution's history as a nationally recognized leader in the collaborative study and teaching of the Japanese American experience. The Project will focus on the World War II era experiences of Japanese Americans in five states -- Arizona, Colorado, New Mexico, Texas, and Utah -- and actively engage teachers, scholars, community members, and educational/cultural institutions in these locales in the development of complex and diverse narratives that illuminate local, state, and national histories. The goals of the Project will be to: (1) initiate and sustain partnerships between individuals and institutions in each state; (2) collaboratively create educational curricula tailored to each state's needs; (3) convene a major conference that connects scholars, educators, students, community members, and educational/cultural institutions; (4) share the process and products of the Project via the National Museum website as well as a partnership handbook documenting lessons learned for peer institutions; and (5) devise and implement tools for project evaluation. The total estimated Project budget is \$2,009,451 of which the National Museum's cost-share is \$1,009,451.

The Project Team will include a network of educators, scholars, community members and institutions located in each of the five states. Ultimately, the value of working collectively to develop and implement the Project's objectives are twofold: It provides a *process* by which differing individuals, institutions and communities can learn from each other, while creating *products and/or activities* that further the understanding of intercultural relationships and the role diverse groups play in the shaping of U.S. history and culture. As a history/culture museum, one of the primary goals of the National Museum's educational efforts has been to help Americans develop historical sensibilities, sharpen their ability to locate themselves in time, and enhance their knowledge as historically informed makers of history in our pluralistic society. This Project will enable the National Museum to achieve these goals and to further its mission of promoting greater understanding and appreciation of America's ethnic and cultural diversity by sharing the experiences of Japanese Americans.

ANTICIPATED RESULTS

This Project will result in two significant *outcomes*:

- Scholars, educators, students, community members, and educational/cultural institutions will gain a fuller and richer contextualization of the American history as seen through the lens of the Japanese American experience, as it relates to local/state/regional/national histories; and
- Scholars, educators, community members, and educational/cultural institutions will better understand the rewards of collaborations.

NATIONAL LEADERSHIP GRANTS: ADVANCING LEARNING COMMUNITIES
Japanese American National Museum

NARRATIVE

The Japanese American National Museum respectfully requests \$1,000,000 from the Institute of Museums and Library Services to support *Enduring Communities: Japanese Americans in Arizona, Colorado, New Mexico, Texas, and Utah*, a three-year, multi-state partnership that builds upon the institution's history as a nationally recognized leader in the collaborative study and teaching of the Japanese American experience. The Project will focus on the World War II era experiences of Japanese Americans in five states -- Arizona, Colorado, New Mexico, Texas, and Utah -- and actively engage teachers, scholars, community members, and educational/cultural institutions in these locales in the development of complex and diverse narratives that illuminate local, state, and national histories. The goals of the Project will be to: (1) initiate and sustain partnerships between individuals and institutions in each state; (2) collaboratively create educational curricula tailored to each state's needs; (3) convene a major conference that connects scholars, educators, students, community members, and educational/cultural institutions; (4) share the process and products of the Project via the National Museum website as well as a partnership handbook documenting lessons learned for peer institutions; and (5) devise and implement tools for project evaluation. The total estimated Project budget is \$2,009,451 of which the National Museum's cost-share is \$1,009,451.

The Project Team will include a network of educators, scholars, community members and institutions located in each of the five states. In each state, the Team will include four teachers, one scholar, two community members, and an anchor educational/cultural institution identified through existing networks and past relationships established through the National Museum's educational outreach. Ultimately, the value of working collectively to develop and implement the Project's objectives are twofold: It provides a *process* by which differing individuals, institutions and communities can learn from each other, while creating *products and/or activities* that further the understanding of intercultural relationships and the role diverse groups play in the shaping of U.S. history and culture. As a history/culture museum, one of the primary goals of the Japanese American National Museum's educational efforts has been to help Americans develop historical sensibilities, sharpen their ability to locate themselves in time, and enhance their knowledge as historically informed makers of history in our pluralistic society. This Project will enable the National Museum to achieve these goals and to further its mission of promoting greater understanding and appreciation of America's ethnic and cultural diversity by sharing the experiences of Japanese Americans.

1. ASSESSMENT OF NEED

Enduring Communities will focus on five states -- Arizona, Colorado, New Mexico, Texas, and Utah -- which were all significant sites of Japanese American history, society, and culture pre-, during, and post-World War II. Collectively, they encompassed a wartime Japanese American population of about 65,000, close to half of the Japanese American mainlander communities. All continued to the present to have a discernible Japanese American presence after the war. However, due to the wartime incarceration of Japanese Americans in four concentration camps and eight Department of Justice camps located within these states as well as to a substantial number of "resettlers" living and/or working in them, the World War II era was the peak for all of these states both in terms of Japanese American population and public prominence.

The importance of collecting and preserving the stories of the World War II era becomes even more pressing as the generations who experienced the war years begin to diminish in numbers and capacity.

Daily the National Museum witnesses an increase in requests and queries from individuals and institutions, and especially from students, who are interested in securing more information, resources, and first-person accounts related to the Japanese Americans and their experiences during World War II. One of the paramount objectives of this Project is to capture the living histories of this wartime generation, most of whom are now in their 70s and 80s.

Nevertheless, Japanese Americans are seldom referenced in state educational materials. This absence from state history narratives is significant because these experiences serve as an entry point to examine not only the states' ethnic diversity, but also central themes of United States history including indispensable lessons on civil rights. Moreover, educators have expressed dissatisfaction with the lack of state-specific information in classroom textbooks. A professor in the University of New Mexico's College of Education observed that a "home grown curriculum is particularly necessary because New Mexico is rarely included in national texts."¹ "Home grown" curriculum is indeed essential in all states. When it incorporates first-person accounts addressing state-specific issues, curriculum enables students to simultaneously personalize and contextualize the broader narrative of United States history. One educator commented, "Without a real connection to the stories and struggles, people will not see how important they *personally* are to the preservation of civil rights and democracy."²

Consequently, the National Museum seeks to initiate collaborations that create curricula utilizing student-produced video oral histories of each state's residents as a means to explore issues of national importance. State-specific issues upon which this curricula could be based include the following:

- The location of Poston Concentration Camp and Gila River Concentration Camp on Colorado River Indian and Pima-Maricopa land, respectively, in **Arizona** and the on-going relationships between the Japanese American and American Indian communities;
- The decision that **Colorado** Governor Ralph Carr made to welcome Japanese Americans to his state as "voluntary resettlers" from the West Coast during World War II;
- The cross-ethnic collaboration required to build a memorial commemorating the Japanese American World War II Department of Justice Camp in Santa Fe, **New Mexico**, in 2003;
- The World War II rescue of **Texas**'s 141st Infantry Regiment, also known as "The Lost Battalion," by the 442nd Regimental Combat Team, made up of 3,000 Japanese Americans; and
- Mike Masaoka, a prominent second generation Japanese American Mormon from **Utah**, advocating for the Japanese Americans to voluntarily enter World War II concentration camps.

To actualize this Project, the National Museum will build upon its past work, including a recently completed multi-year project in partnership with the University of Arkansas at Little Rock, with major funding provided by the Winthrop Rockefeller Foundation. The purpose of *Life Interrupted: The Japanese American Experience in World War II Arkansas*, was to better understand the two World War II concentration camps in the Arkansas delta, as framed by state and national issues of civil rights and social justice. Three major accomplishments resulted: (1) four standards-based curricular units for grades 4-12 distributed to each of the 1,131 public schools within the state; (2) a major conference, *Camp Connections: A Conversation About Civil Rights and Social Justice In Arkansas*, attended by over 1,300 people from across the nation; and (3) the presentation of eight exhibitions. The National Museum will build upon this project plan to carry out *Enduring Communities*.

Whereas *Life Interrupted* focused on the Japanese American experience within one state, this Project will examine the Japanese American experience within five states. Unlike *Life Interrupted* where the

¹ Lynette K. Oshima, Ph.D., e-mail message to Allyson Nakamoto, January 17, 2005.

² Margaret Wilks, personal communication to Allyson Nakamoto, July 30, 2004.

National Museum had not worked with Arkansas teachers prior to the development of the project's educational materials, contacts with outstanding teachers fortunately exist in each of the five states. Over the past ten years, these teachers have participated in the National Museum's National Summer Institute for Educators, an intensive professional development program which annually brings together approximately thirty teachers to enhance their content knowledge and pedagogical methods in teaching about the Japanese American experience. Throughout the course of this Project, more teachers from Arizona, Colorado, New Mexico, Texas, and Utah will be recruited to participate in Institutes. These master teachers and the National Museum's increased experience with the collaborative production of educational materials, will no doubt facilitate the development of curricula for *Enduring Communities*.

Educators and students will have an the opportunity to hear first-person accounts of the World War II era during the major conference planned for Spring 2007 in Albuquerque, New Mexico. Like the National Museum's conferences in 2002 and 2004, it is anticipated to attract attendees from across the country, of all ethnicities and ages, interested in putting into a broader perspective the history of their own families, communities, and states. The Spring 2007 conference will serve as a vehicle to communicate core messages, build and extend relationships, and explore new ideas. Participating teachers and students will have the rare opportunity to share in the conference's rich discussions and interact with people from across the nation, including members of the World War II generation.

The National Museum realizes how important it is to create opportunities like this. After attending *Life Interrupted*'s conference, one teacher-participant stated, "Even though I have been learning about the camps and I knew my parents and my brother and my sister were there, being in Little Rock with so many people who had lived through this tragic time in American history made it all so real." She went on to reflect, "It was the first time I cried for my parents and what they had to endure. It gave me a renewed sense of pride in their resilience, their ability to raise their family and live without bitterness, their belief in the goodness of people even when wronged, and their devotion to this country."³

2. NATIONAL IMPACT AND INTENDED RESULTS

As competition for funding resources remains high across the nation, the need for collaborating with other organizations and communities continues to be an urgent issue for the museum field. Since its inception, the National Museum's community-based collaborative approach to service has been recognized as an important direction for the museum field. An assessment of the National Museum funded by the Institute of Museum Services in 1994 observed, "The Museum has set a model not achieved by many other institutions through actively engaging outside communities in its work; this is an exciting prospect and model which should be shared with other museums across the country."

Eleven years later, the National Museum has gained even more experience leveraging such partnerships, having tested and refined its methodologies through large, collaborative projects. From 1995-2003, the National Museum collaborated with Los Angeles arts institutions on *Finding Family Stories Art Partnership Projects*, which received major support from the James Irvine Foundation and the Nathan Cummings Foundation. The project *Boyle Heights: The Power of Place*, funded in part by the IMLS in 2000, engaged four institutional partners to examine a dynamic Los Angeles neighborhood that epitomizes the ongoing evolution of multicultural America. From 1998 to 2002, the National Museum assembled a multidisciplinary, multinational project team that included fourteen institutional partners and over one hundred contributors located in ten different countries to produce two major research publications: *New Worlds, New Lives: Globalization and People of Japanese Descent in the Americas*

³ Laura Fukuda, e-mail message to Allyson Nakamoto, October 24, 2004.

and from *Latin America in Japan* (Stanford University Press, 2002) and *Encyclopedia of Japanese Descendants in the Americas: An Illustrated History of the Nikkei* (AltaMira Press, 2002).

The National Museum has been repeatedly approached for guidance by institutions seeking to initiate and sustain large-scale partnership projects. Consultations sought by the Arab American National Museum in Michigan, the Chicago Historical Society in Illinois, and the Paso al Norte Immigration Museum in Texas, to name a few, demonstrate a need to formally document major partnership projects. To meet this need, the National Museum published its case studies on museum-community collaborations in a landmark book entitled, *Common Ground: The Japanese American National Museum and the Culture of Collaborations* (University Press of Colorado, 2005). As Professor John Kuo Wei Tchen of New York University states, the National Museum has “articulated a new paradigm of organizational collaboration for the new millennium embodying both successful practices and luminescent theories.” A partnership handbook to complement these case studies is one of the planned products for *Enduring Communities*. This practical publication, to be co-authored by the Institute for Learning Innovation, will detail strategies employed to establish and sustain similar partnerships so that peer institutions may replicate and build upon this methodology.

Based on past experiences, the National Museum understands that collaborations require a significant amount of time and can be unpredictable. Nonetheless, the National Museum has found that the partnership model that involves a mutual/reciprocal education process -- in which participants have a voice, knowledge is shared, and decisions are democratic -- can result in new sets of dialogues and practices that connects with broader constituencies and builds a richer sense of community.

3. PROJECT DESIGN AND EVALUATION PLAN

Collaboratively exploring World War II Japanese American experiences in Arizona, Colorado, New Mexico, Texas, and Utah will result in the following *outputs*:

- Educational curricula tailored to the needs of the five states’ and disseminated to schools in Arizona, Colorado, New Mexico, Texas, and Utah;
- A major conference designed to forge and strengthen lasting connections among scholars, educators, students, community leaders, and educational/cultural institutions in the target states; and
- A handbook for museum peers that documents lessons learned from the museum-facilitated partnership model, and disseminated to individuals and institutions across the nation.

As a result of these outputs, two significant *outcomes* will be achieved:

- Scholars, educators, students, community members, and educational/cultural institutions will gain a fuller and richer contextualization of the American history as seen through the lens of the Japanese American experience, as it relates to local/state/regional/national histories; and
- Scholars, educators, community members, and educational/cultural institutions will better understand the rewards of collaborations.

Following are the Project’s five major goals, related phases, timeframes, and evaluation criteria.

GOAL 1. COLLABORATIONS: Actively initiate collaborations among scholars, educators, community members, and educational/cultural institutions (anchor institutions) in Arizona, Colorado, New Mexico, Texas, and Utah to contribute to a sustainable, effective, and continuing partnership.

Phase 1: Ensure that each partnering anchor institution understands the project goals, has the capacity to participate for its scope and duration, and is committed to convening and supporting project participants

in each state. The face-to-face meeting between partners will be supplemented with discussion via a web-based bulletin board on the National Museum website. (Present – Summer 2008)

Evaluation of Phase 1:

- Did institutions understand, agree upon, and monitor project benchmarks?
- Did institutions provide leadership and coordination to the scholars, educators, and community members associated with each state?
- Did institutions have sufficient resources to meet the project goals?
- Did the face-to-face meeting at the major conference during Year 2 promote discussion and clarify the project goals and roles of the anchor institutions?
- Did web-based discussions enhance and foster the partnerships?

Phase 2: Create three advisory committees consisting of members associated with each state, establish regular meeting schedules, and enhance communication with a web-based bulletin board. Committee categories will include Scholars, Educators, and Community Members. (Present – Summer 2008)

Evaluation of Phase 2:

- Did the anchor institutions engage the advisory committees in ways that enabled them to contribute their expertise and resources to the benefit of the Project?
- Did advisors understand their feedback and contributions as crucial to the project's success?
- Did the advisors utilize face-to-face meetings and the web-based bulletin board to further discussion and facilitate collaboration?

GOAL 2. CURRICULA: Collaborate to create educational curricula tailored to Arizona, Colorado, New Mexico, Texas, and Utah learning standards for grades 4-12, incorporating student-produced video oral histories that connect the World War II Japanese American experience to local/state/regional/national issues.

Phase 1: Identify and provide professional development for educator advisors from target states. (Fall 2005 – Summer 2008)

Evaluation of Phase 1:

- Were educator advisors sufficiently committed to participating in a collaborative project?
- Were educator advisors skilled in curriculum writing and leading workshops?
- Were the educator advisors' content knowledge and professional skills enhanced by participation in the National Summer Institute for Educators (2006, 2008), the conference (2007), and video oral history workshops (2005-2006)?

Phase 2: Train four teams of students and teachers to capture twenty video oral histories in the target states that illuminate the World War II era from multiple perspectives. (Fall 2005 – Fall 2006)

Evaluation of Phase 2:

- Did teams have the technical expertise and access to the equipment necessary to produce the video oral histories?
- Were students and teachers effectively trained in video oral history methodology?
- Did the video oral histories capture multiple perspectives about the World War II Japanese American experience within these states?
- Did the students and teachers involved in the video oral history documentation demonstrate increased understanding of local, state, regional, and national history?
- Did anchor institutions and committees participate facilitate the scheduling of interviews?

Phase 3: Educator advisors collaborate to create curricula. (Fall 2005 – Summer 2008)

Evaluation of Phase 3:

- Did the curricula address the learning standards (grades 4-12) of at least one of the target states?
- Were video oral histories effectively used to incorporate multiple perspectives into the curricula?
- Did the curricula encourage students to make connections between the World War II Japanese American experience and each state's history?
- Did the educators demonstrate increased knowledge of the World War II Japanese American experience in relation to local/state/regional/national histories?
- Did the bulletin board on the National Museum's website facilitate educator collaboration?

GOAL 3. CONFERENCE: Plan and execute a major conference that incorporates first-person accounts from diverse communities, ethnicities, disciplines, and generations in order to frame the World War II Japanese American experience in Arizona, Colorado, New Mexico, Texas, and Utah within the context of local/state/regional/national history.

Phase 1: Determine conference themes and secure diverse speakers with the help of anchor institutions and advisors. (Fall 2005 – Spring 2007)

Evaluation of Phase 1:

- Did the anchor institutions and advisors demonstrate a level of commitment to the planning process to a degree that enabled them to shape the conference's direction, identify potential speakers, and determine breakout sessions?
- Were the staffing/resources of each institution adequately engaged in conference planning?

Phase 2: Host a major conference in Albuquerque, New Mexico. (Spring 2007)

Evaluation of Phase 2:

- Did the conference successfully connect the World War II Japanese American experience to local/state/regional/national history?
- Did the speakers represent a variety of communities, disciplines, ethnicities, and generations?
- Did the dialogues between conference attendees (including students and teachers), speakers, and panelists lead to increased understanding of state and national narratives, past and present?
- Were the staffing/resources of each institution adequately engaged in the conference execution?

GOAL 4. HANDBOOK, WEBSITE, AND OTHER DISSEMINATION METHODS: Share the Project with scholars, teachers, community members, students, and educational/cultural institutions across the nation via a partnership handbook, website tools, and other dissemination methods.

Phase 1: Produce a partnership handbook, co-authored by the Institute for Learning Innovation, containing strategies employed to establish and sustain similar collaborations. (Fall 2005 – Summer 2008)

Evaluation of Phase 1:

- Did the handbook provide a detailed and accurate account of the project processes?
- Did individuals and institutions from across the nation interested in the museum-facilitated partnership model request and purchase this handbook?

Phase 2: Create and maintain web-based bulletin boards on the National Museum's website that become forums for communication between project anchor institutions and advisors. (Fall 2005 – Summer 2008)

Evaluation of Phase 2:

- Did the bulletin boards expedite communication and foster a sense of partnership?

Phase 3: Utilize print and electronic mediums to promote the conference to individuals of various communities, ethnicities, disciplines, and generations to ensure the participation of at least 800 people from across the nation. (Fall 2005 – Spring 2007)

Evaluation of Phase 3:

- Did the conference meet its attendance goals?
- Did the conference draw national participants from different communities, ethnic backgrounds, disciplines, and generations?
- Did the conference generate local and national news articles?
- Was the web-based bulletin board an effective way to market the conference to the public?

Phase 4: Educator advisors conduct 25 regional workshops to introduce the curricula to educators in Arizona, Colorado, New Mexico, Texas, and Utah. (Summer 2006 – Summer 2008)

Evaluation of Phase 4:

- Did workshops effectively introduce at least 750 teachers (and through teachers, an exponential number of students) to the curricula?
- Did workshops increase the interest in and usage of the curricula?

Phase 5: Distribute educational curricula via pre-existing state and national delivery mechanisms, with particular emphasis on the web-based distribution. (Winter 2008 – Summer 2008)

Evaluation of Phase 5:

- Did the searchable database created to access the educational curricula on the National Museum's website effectively distribute the curricula to educators across the nation?
- Were the web-based digital video oral histories accessible to national educators?
- Did anchor institutions and advisors identify viable non-web delivery mechanisms that increased the usage of the curricula in classrooms throughout the five states?

Phase 6: Deposit copies of video histories in repositories located in each of the five states to facilitate access by local students, teachers, scholars, and community members. (Winter 2008 – Fall 2008)

Evaluation of Phase 6:

- Did the video histories strengthen existing holdings and/or collections of state history in each repository?
- Did the repositories make the video histories accessible to the public?

Phase 7: Share project progress and products in relevant print publications. (Winter 2007 – Summer 2008)

Evaluation of Phase 7:

- Did anchor institutions and advisors share the progress and/or results of the project with colleagues via publications? These may include *The Social Studies*, *Museum News*, *The Oral History Review*, and *American Quarterly*.

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| GOAL 5. MEASUREMENT: Devise tools for evaluating both project process and progress. |
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Phase 1: Conduct a formal evaluation of the conference and disseminate the written results to anchor institutions and advisors. (Summer 2006 – Spring 2007)

Evaluation of Phase 1:

- Did the evaluation incorporate input from anchor institutions, advisors, and conference participants to fairly and accurately portray the strengths and weaknesses of the conference program and logistics?
- Will the conference evaluation be useful for future conference planning?

Phase 2: Compile annual evaluation reports about the Project's progress and distribute copies to anchor institutions and advisors. Institute for Learning Innovation has been identified to conduct these evaluations. (First report: Fall 2005 – Summer 2006; Second report: Fall 2006 – Summer 2007)

Evaluation of Phase 2:

- Did the evaluations direct and refine the Project as it progressed?
- Did the evaluations engage the stakeholders in self- and community-reflection?
- Did team members attend outcome-based evaluation training and other IMLS-designated meetings?

Phase 3: Field test educational curricula in a minimum of twenty-five classrooms throughout the five states. Organizational Consultants has been identified to facilitate field testing. (Spring 2006 – Fall 2007)

Evaluation of Phase 3:

- Did teachers participating in the field testing understand that their feedback was crucial to the editing of final curricula?
- Was field tester feedback captured and integrated into the final versions of the curricula?

Throughout the course of the Project, the Institute for Learning Innovation (the Institute), a non-profit research and evaluation organization based in Annapolis, Maryland, will serve as the evaluator. Institute researchers will design, coordinate, and conduct formative and summative evaluation elements to support and assess the overall project design, implementation, and impact had within each of the five major goals listed above. The Institute's evaluation efforts will progress steadily across all program phases and function as an integral throughout. In the early stages, the Institute will work with the Project Team to create specific, measurable outcomes for each of the evaluation questions posed in this section. Collaboration between Institute and the Project Team will generate continuous and timely feedback to help establish a foundation for initial partnership structures, provide direction for development and refinement of curriculum materials, assist with conference design and execution, and offer insight into the impact of the program and the extent to which project goals have been achieved. Evaluation findings will also provide indication of the effectiveness of the Project, critically assessing its development as a model for museum-facilitated collaboration among scholars, teachers, community members, and educational/cultural institutions.

4. PROJECT RESOURCES: BUDGET, PERSONNEL, AND MANAGEMENT PLAN

A large initial core team, comprised of diverse individuals from different states and with varying backgrounds, has been assembled for *Enduring Communities: Japanese Americans in Arizona, Colorado, New Mexico, Texas, and Utah*. The Summary Budget, three Detailed Budgets, the Budget Justification, and resumes for key staff, consultants, and advisors are attached.

Japanese American National Museum Key Staff

- Allyson Nakamoto, *Manager of Teacher Training*, will serve as project director.
- Akemi Kikumura-Yano, Ph.D., *Senior Vice President*, will serve as project sponsor.
- Adrienne Lee, *Program Coordinator*, will oversee production of print material and the partnership handbook.

- TBD, *Web Editor*, will develop and implement the web-based bulletin boards.
- Arthur A. Hansen, Ph.D., *Senior Historian*, will lead video oral history workshops and advise on the conference program.
- Nancy Araki, *Director of Community Relations*, will manage the conference program and logistics.
- John T. Esaki, *Director, Frank H. Watase Media Arts Center*, will lead video oral history workshops and document the conference on digital video.
- Christine Moon, *Education Coordinator*, will help to coordinate the collaborative process involved with the curriculum writing.
- Kaleigh Komatsu, *Project Associate*, will facilitate international communications between the Project and the museum's various departments.
- Sojin Kim, Ph.D., *Senior Curator*, will lead video oral history workshops and advise on the conference program.
- Toshiko McCallum, *Reference and Acquisition Librarian*, will facilitate the access by project participants to the resources and collections of the Hirasaki National Resource Center.
- Geoff Jost, *Website Programmer*, will program the Project's web content.
- Carol Komatsuka, *Vice President of External Relations*, will oversee the project's publicity.
- Cris Paschild, *Director of Collections Management and Acquisitions*, will oversee access to the museum collections on behalf of the project.
- James Bower, *Senior Manager of Website Development*, will oversee the design and production of web-based bulletin boards and searchable curriculum database.
- Kristine Kim, *Director of Programs*, will advise on the conference program.
- Robyn Hamada Gilmore, *Administrative Coordinator*, will facilitate the logistical aspects of the partnership coordination between anchor institutions.
- Christina K. Tatsugawa, *Special Events Supervisor*, will coordinate conference logistics.

Temporary Project Staff Positions

- *Project Manager* (TBD) will facilitate project progress, including communication with and between anchor institutions and advisory committees.
- *Project Coordinator* (TBD) will handle the Project's administrative aspects.
- *Curriculum Editor/Coordinator* (TBD) will manage the collaborative creation of curricula.
- *On-Site Conference Venue Coordinator* (TBD) will provide support and venue coordination throughout Albuquerque.
- *Print and Publication Designer* (TBD) will design print materials, including the conference program and curricula.
- *Web Designer* (TBD) will design the project web site.

Anchor Institutions

- Arizona: Arizona State University, Asian Pacific American Studies Program
- Colorado: University of Colorado at Boulder
- New Mexico: University of New Mexico
- Texas: University of Texas – Institute of Texan Cultures at San Antonio
- Utah: Davis School District

Evaluation Consultants

- Institute for Learning Innovation (Veena Kaul, Ph.D., Principal) will be the partnership evaluation consultant and co-author of the partnership handbook.
- Organizational Concepts (Melvin L. Musick, Principal) will facilitate the curricula field testing.

Scholar Advisory Committee (to be developed to include five advisors)

- Lane R. Hirabayashi, Ph.D., Professor of Asian American and Ethnic Studies, University of California at Riverside
- Kristin Dutcher Mann, Ph.D., Assistant Professor of History, University of Arkansas at Little Rock
- Gary Y. Okihiro, Ph.D., Director, Center for the Study of Race and Ethnicity, Columbia University

Educator Advisory Committee (to be developed to include twenty advisors)

- Lynette Oshima, Ed.D., Assistant Professor, Elementary and Secondary Education Program, University of New Mexico
- Linda Sargent Wood, Ph.D., Professor of History, Northern Arizona University

Community Advisory Committee (to be developed to include ten advisors representing five states)

- Arizona: Ted Namba, Madeline Ong Sakata
- Colorado: Steve Nagata
- New Mexico: Hiroshi "Hershey" Miyamura
- Texas: Sylvia Komatsu and Elaine Yamagata
- Utah: Floyd Mori, Linda Oda

5. DISSEMINATION

The Japanese American National Museum believes in the importance of the transparent and accessible dissemination of the Project's resources and results. **To this end, dissemination of resources and results are incorporated not only throughout the project design, but also specifically on Page 6, within Goal 4 of "Project Design and Evaluation Plan."**

6. SUSTAINABILITY

The Japanese American National Museum is pleased to present *Enduring Communities: Japanese Americans in Arizona, Colorado, New Mexico, Texas, and Utah* as a forward-thinking approach to collaboration. With its educational curricula, conference, and partnership handbook, this Project will make a significant and measurable contribution to increased understanding of our nation's shared history that will last well beyond the grant period. It will provide a meaningful model for other institutions to follow in subsequent years, and successful implementation of *Enduring Communities* will also enable the National Museum to consider developing even wider applications of its techniques in future projects. In addition, this multi-year, multi-state partnership experience will promote lasting relations and linkages between participants. We expect that collaboration of expertise and connections forged throughout the course of the Project will continue to inform how each anchor institution and advisor develops its respective programs and works with other communities.

Ultimately, the Project's lasting outcomes will contribute to a more informed citizenry. In the words of one of our partner-teachers,

The past informs us of our successes and failures and in so doing, provides a blueprint for future generations to grow and evolve rather than stagnate and/or regress . . . It compels us to be active (and proactive) participants in our democracy so progress continues . . . the struggles were not in vain . . . and that the democratic journey includes all voices.⁴

⁴ Bill DuBois, e-mail communication to Allyson Nakamoto, October 22, 2004.